**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 4 – Student Object Choice (Day 3) This activity is continued from day 2.** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book: Ten Apples Up On Top**  **picture of each student on a piece of construction paper, red construction paper with either 1-12 red apples for student to cut out, 30 apple cut outs** | | **Student: Red apples that they cut out and put in bag on previous day. Glue**  **Pencil** | | | **Count**  **Skip Count**  **Sets** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.1, K.CC.2 and K.CC.3 Counting objects to 30, skip count to 30, count on to 30 and writing numbers 0-20.** | | | | | |
| **I Can Statement(s): I can count objects to 30.**  **I can count on to 30.**  **I can skip count to 30.**  **I can write to 20.** | | | | | |
| **Activating Strategy/Hook:** **(How will students become cognitively engaged and focused?) The teacher will read Ten Apples Up On Top. Students will participate by counting along with the story.** | | | | | |
| **Teacher Directed: Teacher will display 30 apple cut outs while counting out loud as she displays each apple. Apples will be placed in 3 sets of 10. Teacher will then skip count the sets of ten to 30. Teacher will explain that everyone will get a piece of paper with the sentence:** \_\_\_\_\_\_\_\_\_\_ has \_\_\_\_\_\_\_ red apples up on top. **Teacher will demonstrate first printing name on the first line then gluing on picture. Teacher will then get out bag of apples and count them. Then print the number on the second line. She will then glue the apples above the picture of herself. Then read the sentence to the class.** | | | | | |
| **Guided Practice: Students will count the apples by 1’s and 10’s with the teacher. Teacher will count some of the apples and stop at various numbers and the students will then count on to 30.** | | | | | |
| **Independent Practice: Students will each get a piece of construction paper that says \_\_\_\_\_ has \_\_\_\_ red apples up on top. Students will print their name, take apples out of bag while counting them. They will then glue the apples above their head and print the number of apples on the second line.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will collect the papers after each child reads their sentence to the class the papers will be made into a class book at a later time.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Skip count higher than 30. | | | * Count to 20 by ones. | | | * Provide number cards for students to look at. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |